

[Dr. P. Subbarayan]

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consequence these roads were liable to be encroached upon. In view of this representation, it was considered desirable to transfer the control of such roads to the Revenue department to ensure control over them in respect of encroachment. In ordering such exclusion the Government directed that the existing settlement registration of such public roads as porambokes should not be changed by the Collector without giving the local board concerned an opportunity of showing cause why such change should not be made. The intention apparently is to make possible the retransfer of these roads to the local boards concerned if they express their willingness to maintain these porambokes as roads. There can be no objection to transfer all or any of these roads to local boards concerned if they are willing to maintain them, but such transfer can be made only if the boards satisfy the Government that they are prepared to employ the staff necessary to look after and prevent encroachments thereon. As hon. Members will see from what I have said, the jurisdiction of these roads has to be preserved and if a local board expressed its desire to maintain any track as a road, there will be no difficulty about its being handed back or continuing to vest in the local board as long as it maintains the communication."

\* The ZAMINDAR OF GOLLAPALLI:—"In view of the assurances given by the hon. the Minister, I withdraw my resolution."

The resolution was by leave withdrawn.

#### TEACHING OF TECHNICAL SUBJECTS IN ADI-DRAVIDA SCHOOLS

In the absence of Swami A. S. Sahajanandam, who had given notice of the following resolution, Mr. V. I. Muniswami Pillai, with the leave of the House, moved it:

*'That this Council recommends to the Government that in all Adi-Dravida schools only men who are able to teach some technical subject should be appointed; that such schools should be provided with wet and dry land to an extent of not less than two acres tax free, a pair of bulls and a well for irrigation, so that elementary modern agricultural instruction may be given; and that the remission of the provincial contribution or some other available funds be utilized for this purpose.'*

\* Mr. V. I. MUNISWAMI PILLAI:—"I have much pleasure in moving this resolution standing in the name of Swami Sahajanandam. In doing so, I would like to say a few words. The unemployment question has been in existence in this part of the Presidency. The leaders of the Adi-Dravidas are trying to bring home to the Government some of the existing disabilities and to mitigate the suffering. They think that having teachers who know something about technical subjects will give a certain amount of instruction to the students who in after life will be able to live by other means instead of trying to seek employment in offices which at present are debarred for these people. Secondly, a large percentage of agricultural labour is drawn from these communities. It is our object to see that the children of the Adi-Dravidas are fully equipped, so that in their after-life they may be well-qualified agriculturists. Now, this demand of a few acres of land, a pair of bulls and facilities for irrigation is not a new thing, for it is in vogue in other parts of the Province. Take, for instance, Mysore. Mysore

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has been able to give much larger facilities for the education of the depressed classes by giving free grant of lands, bullocks and facilities for irrigation. I am sure the Government will accept this resolution so that they may give a chance for the Adi-Dravidas to improve their economic condition."

\* Mr. R. NAGAN GOWDA :—"I wish to second the resolution which has been moved just now, and in doing so, I want to say that it is absolutely necessary in a country where the large proportion of people are making their living either by agriculture or by small cottage industries like shoe-making, making of leather products and other things, that pupils should be given training in these arts in the schools. I insist that this ought to be done in elementary schools, particularly for the reason that the members of these Adi-Dravida communities do not prosecute their studies in the secondary or high schools and therefore when they are in the elementary schools, opportunity should be taken to give them the knowledge of the industries in which they are likely to engage themselves in life after their school career."

"Besides, Madam, I wish to say that the knowledge of reading and writing that these students get in the schools is almost wasted if these children have not learnt to interest themselves in books that are connected with industries, in technical books and acquired a practical knowledge of these industries."

"There is another point which ought to be considered. From this country, enormous amount of money is going out on account of some of the essentials of our life, for instance, shoes, and other leather articles that are imported from other countries. We do so simply because the classes that are engaged in these industries are not able to keep themselves abreast of the development of these industries and they do not produce the goods of the quality produced by other countries. Therefore it is very essential that these people ought to be taught these industries by giving a very good technical knowledge. This can be done in the elementary classes, because these people will not have the opportunity in after-life either to attend technical or industrial schools. Therefore I have great pleasure in seconding the resolution."

The ZAMINDAR OF GOLLAPALLI :—"We must know that primary education is the backbone of this country and that primary education is the unit itself. Many of the students do not go for higher studies but take up to their avocations as soon as they finish primary education. Agriculture must be taught in the primary standards to make the pupils realize the usefulness of modern agriculture." So I urge every school must be provided with a school-farm under the watch of a talaiyari. So, I propose this amendment :—

"(1) To omit the word in line 2 'Adi-Dravida' and substitute the word 'elementary,' and

(2) after the word 'schools' in line 3 insert the word 'especially'".

Mr. T. M. NARAYANASWAMI PILLAI :—"I second the amendment."

\* The hon. the DEPUTY PRESIDENT :—"The amendment is that the word 'Adi-Dravida' be omitted and the word 'elementary' be substituted in its place and to insert the word 'especially' after the word 'schools.' The amendment has been seconded and it is before the House for discussion."

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\* The hon. Mr. T. E. MOIR :—“ May I ask, Madam, whether this amendment is in order ? The resolution as tabled is one which concerns what is at present a Reserved Department and naturally the resolution has so far been considered by Government only in so far as it affects that Reserved Department. The amendment extends the scope of the resolution so as to affect the whole of elementary education under the Transferred side also. Obviously my hon. Colleague who is concerned with education on the Transferred side, has not had the time or the opportunity to consider the resolution. He can hardly be expected, I think, to reply to a resolution with which, as it is tabled, he is not concerned. I therefore venture to ask the ruling of the chair as to whether an amendment which as already explained so widely extends the scope of the resolution before the House is really in order.”

\* The hon. the DEPUTY PRESIDENT :—“ I rule that the amendment is in order. The amendment is before the House for discussion. (After a pause) I put the amendment to the vote of the House. The amendment is that the word ‘ elementary ’ be substituted for the word ‘ Adi-Dravida ’ and that the word ‘ especially ’ be inserted after the word ‘ schools ’.

\* The hon. Dr. P. SUBBARAYAN :—“ I did not think, Madam, that this new and peculiar turn was going to be given to this resolution because I have really had not the opportunity of considering the effects it will have on the number of the elementary schools which are under the control of the Education Department. Besides, it does not lie in our power to bind the teachers of elementary schools. As hon. Members are aware, elementary schools are either aided or under local bodies and the staff of these elementary schools are entirely appointed either by the teacher-managers or by the management of aided schools or by the local boards concerned. When such is the case, I do not see how my hon. Friend thought of tabling this amendment, when he is himself the president of a taluk board and has a large body of schools under his control. If he was so earnest about teachers with technical knowledge being appointed to such schools, I should have thought that he would have made that experiment himself in some of the schools under his control as president of a taluk board. I was really surprised at the way in which he moved his amendment. I carefully listened to the speech of the hon. Member and he never referred to the point whether there are elementary schools at all under Government control. I know that there are what are called model schools under Government which are maintained for the sake of training teachers and in such schools we have masters and other people capable of imparting technical education to the teachers coming for training. It is for the local bodies concerned mainly and for the teachers in aided schools and their management to decide whether such a thing is necessary. Of course, when such a decision is arrived at, and if my hon. Friend as president of a taluk board, has tried that experiment of having teachers with technical knowledge in his schools and then appeals to the Government that aid should be granted for such teachers, that will be the time for Government to consider whether such a thing ought to be accepted or not.”

\* The hon. the DEPUTY PRESIDENT :—“ I have considered the point raised by the hon. Member and I rule the amendment is in order. Now, is the hon. Member, the Zamindar of Gollapalli, going to press his amendment ? ”



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\* The hon. Dr. P. SUBBARAYAN :—"I am afraid, Madam, you have entirely misunderstood my situation. I did not question your ruling at all. On the other hand, I bowed to your ruling and dealt with the subject as a subject that ought to be dealt with."

\* The hon. the DEPUTY PRESIDENT :—"Is the hon. Member going to press his amendment?"

\* The ZAMINDAR OF GOLLAPALLI :—"If I have heard my hon. Friend the Minister's speech aright, I think he has challenged the presidents of taluk boards to come forward with their proposals to establish agricultural school-farm institutions in all their taluks before applying to the Government for grants. He has challenged me as president of the taluk board of Nuzvid and I bring to the notice of the hon. House that my taluk board has opened such institutions. I know that there are a few schools under the direct management of the Government. But the Government can give order or advice to the local boards to establish such institutions and if they do not conform to it they can pinch their ears by adding more nominations."

"So I press the motion."

\* Mr. S. ARPUDASWAMI UDAYAR :—"Deputy President, Madam, although my hon. Friend, the mover of the resolution, has very good intentions and wants to improve elementary education throughout the Presidency, still, I think, in the interests of the depressed classes, he will do well to withdraw his amendment or at least hon. Members of this House will do well not to vote for this amendment. My reasons are these. If elementary education has been a failure, it is because education in elementary schools does not bear any relation to life. It is not related to the actual needs and occupations of pupils. The depressed classes send their pupils to the elementary schools thinking that they would, after their education, be really useful to them. They have not in the vast majority of cases any idea of sending them to the high schools and afterwards to the Universities whence they may come out as full-blown graduates. It is possible for talented young men who have the full encouragement of their community to pass through the other stages. But as it is, it is with difficulty that parents can afford to send their children to elementary schools. In the case of other communities, education in this Presidency has come to be regarded as a means to a decent, honourable living. Elementary education is, as it were, preparation to secondary education, just as the latter is regarded in turn as being preparation to University education. Therefore, so far as the depressed classes are concerned, the education which is really good to them is the education as outlined by the mover of the original resolution. All these different classes continue to be agricultural labourers in villages and in urban areas. It is only a very few of them that go in for higher education."

(At this stage the hon. the President took the Chair.)

"It is probably one per cent or two per cent who may think of leaving the village and attending some school in an urban area or proceeding to the University. If even in the labour schools very little interest is taken by the children attending them or by the parents who send their children to those schools, in the real educational progress of their boys, it is because the education they are receiving is not related to life. It is because it does not bring in any immediate benefit to them worth the trouble of their children being

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secluded from their homes and sent to schools with the result that they are not able to earn wages. If, however, the schools could demonstrate by practical work that the education imparted will really make of them very good agriculturists and will, when lands are assigned to them, enable them to derive the greatest benefit possible from those lands, I think that the means suggested by the mover of combining with a knowledge of the three R's a real preparation for life will, if adopted, elevate the depressed classes. It will be in the best interests of the depressed classes, in the interests of that healthy reform of elementary education that is intended for their benefit. I support the original resolution and oppose the amendment brought by my friend."

\* Sir JAMES SIMPSON :—"Mr. President, I entirely agree with what has fallen from the last speaker and I appeal to the House to vote against this amendment. I shall vote for the resolution and strongly urge the Government to accept that resolution. The mover and the seconder of this resolution seem to me to have made out their case. It is a step in the right direction, one, which, I hope, the Government will adopt."

\* The hon. the PRESIDENT :—"I take it that the House is ready for a vote on the question."

\* The hon. Mr. T. E. MOIR :—"I understand, Sir, that we are now considering the resolution in its original form?"

Diwan Bahadur P. KESAVA PILLAI :—"The amended resolution."

\* The hon. Mr. T. E. MOIR :—"I thought that the amendment had been withdrawn."

\* The hon. the PRESIDENT :—"I take it that the House is ready for a vote on the amendment."

"The question is to omit the words in line 2 'Adi-Dravida' and substitute the word 'elementary' and after the word 'schools' to insert the words 'especially'."

The amendment was put to the House and declared lost.

\* The hon. Mr. T. E. MOIR :—"Mr. President, the position now is that which I assumed to be the case a few minutes ago. Now, if I may say so, I think there has been some confusion in our debate as regards the exact scope of this resolution. It now refers solely to schools of Adi-Dravidas and may I say that at present schools for Adi-Dravidas are solely elementary schools. For, in higher branches of education, whether it be secondary or collegiate, the Adi-Dravida has to depend on the secondary schools or high schools or colleges which are open to them. Taking therefore elementary education as the problem with which we are concerned and with which this resolution deals, I would point out that it is not so many years since there was no special provision of any kind for the elementary education of the Adi-Dravidas. Of recent years during which all this special organization has been built up, it has been built up with the aim of placing within the reach of any large community or village or hamlet of the depressed classes the ordinary amenities of elementary education."

12-45  
p.m.

"So far, we have not attempted to go much beyond what is known as the three R's, the foundation of all education and our organization even for this purpose is by no means complete. There are many districts to which the operations of the Labour department have not been extended. Even in the

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districts to which the operations of the Labour department have been extended, there are very large bodies of depressed classes who have not even the benefit of elementary education in the three R's. The funds which are available for this purpose are, as the Council is aware, very limited. Now, therefore, if we extend the scope of these schools we will really be denying to a large section of the community who as yet receive no educational benefit at all, even that minimum which is comprised in the three R's. While I agree that in course of time we ought to aim at something more, I would urge upon the House that it is more important to complete the existing elementary organization than to see something more advanced introduced which, as I understand the proposal, must be confined to a very much smaller section of the population. I can quite well understand the argument that education should be devoted as far as can be to making men efficient in the calling to which the vast majority of them must turn for a living. But, does that argument apply only to the depressed classes? After all, the section of the population who could expect to find employment in what I may call intellectual fields, is exceedingly small in any community. Adi-Dravidas are not the only section of the population who have to find a living by the pursuit of agriculture. Is it proposed to deny to that other large section of the population in Malabar who live on agriculture the benefit of elementary education? I could understand the resolution if it were to apply to all communities. But that is not the proposal? There are in Malabar the Mappillas who, to a very large extent, have to seek a living through agricultural labour. Are you going to deny them the benefit of even elementary education by such proposals? I think this proposal would come to that. We are endeavouring there too by special measures to overcome the illiteracy of that community. For my part, I claim that elementary education which at present consists of a knowledge of the three R's should be available to every child in this country irrespective of what pursuit or profession later on he is going to adopt; and, until we have achieved that ideal—it is only on education of that type that you can superimpose technical or higher education—I regard with the greatest misgivings any policy aimed at the pursuit of what is called technical or agricultural education or other advanced studies which presupposes a sound elementary education, as a substitute for that education or to its detriment.

"I might also perhaps refer to the financial issue involved and the extent to which we would be diverting funds which are at present required for elementary education, to schemes of this kind. Of course, in the first place, a man who is able to teach some technical subjects is at present very rare. He can demand a very high price. That is to say, if he is able to teach a technical subject properly. One with a slight smattering of some trade would be of no possible use. Now, we are to provide each of these schools, about 2,000 in number, with wet and dry land to an extent of not less than two acres tax-free, a pair of bulls and a well for irrigation. Where is that land to come from? I do not think it is any use attempting to give technical education on barren waste. If we are going to provide land, it must be land of good quality, whether it be wet or dry. May I ask whether, in proximity to each of these small village schools for the depressed classes, lands of that quality are available and what it would cost? Two acres of land of good quality, whether wet or dry, in very many districts of this Presidency would cost Rs. 2,000. Now for Rs. 2,000 we can maintain at least 10 elementary schools and educate 500 children. You have to buy a pair of bulls



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and it must be remembered that the object is to show what a pair of good bulls can do, not to exhibit agriculture under a system of half-starved cattle. My hon. Friend, Mr. Kesava Pillai, would tell me what a good pair of bulls would cost in the Ceded districts. I think the cost would be from Rs. 300 to Rs. 500. Again, there is a well to be dug. Altogether a school which we are running at a cost of Rs. 200 a year is going to cost us Rs. 3,000 to Rs. 5,000 capital expenditure and I do not know how much for manure, upkeep of cattle, skilled labour and other items. I hope, Sir, that the House will be convinced that this is an impossible proposal. The elementary schools which we have provided for the depressed classes will in due course either form part of our general educational system or be continued with a separate organization for technical schools where technical subjects will be properly and efficiently taught to the benefit of the community. I would entreat the House not to confuse that issue. I believe that nowhere has a proposal such as is made in this resolution been thought of in connexion with elementary education."

Mr. J. A. DAVIS :—"Sir, I strongly support the position taken up by the hon. the Finance Member. It would be wrong to claim special facilities for technical education for Adi-Dravidas along with elementary education. Further, it would be tying the hands of the local bodies. It would be impossible for the local bodies to give high salaries which the teachers in technical subjects would demand. I would appeal to my friend to withdraw the resolution at this stage. I may say that at Ootacamund Adi-Dravidas and other communities are not denied special facilities. We have there school gardens and the Adi-Dravidas are free to use it. I think we ought to advance slowly. I would therefore appeal to my hon. Friend to withdraw the resolution."

\* The hon. Khan Bahadur MUHAMMAD USMAN SAHIB Bahadur :—"Sir, I should like to say a few words with regard to this resolution.

"The first part of the resolution relates to the state of affairs that exists at present with regard to our schools for the depressed classes. We are giving vocational training to pupils in weaving, carpentry and rattan industry and for this purpose teachers qualified in those subjects are appointed. Therefore, we are in a way solving the problem contained in the first part of this resolution.

"With regard to the second part of it, Sir, my hon. Colleague, the Finance Member, whose sympathy for the depressed classes is well-known, has placed before the House the financial difficulty. That is the real difficulty which has to be tackled in connexion with this resolution. Both he and I know that we ought to do something exceptional to the depressed classes with regard to their education. It is our belief that India could make no progress at all without the progress of the depressed classes. But we find that on account of our financial condition it is not possible to give effect to the second part of the resolution. What is wanted is more elementary schools for depressed classes and more district work for them. If we give up that work and try to concentrate our attention on the work mentioned in the second part of the resolution we are afraid there will be a set back to the work now done by the Labour department. I can give this assurance, Sir, that when the Royal Commission on Agriculture makes its recommendations and when those recommendations are considered it may be possible for Government to sympathetically consider the question of providing some kind of practical

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instruction in agriculture in the schools started for the depressed classes. I hope the hon. Mover will now withdraw his motion."

\* Mr. V. I. MUNISWAMI PILLAI :—" Mr. President, I carefully listened to the arguments advanced by the several speakers on this motion. The hon. the Finance Member expressed the difficulty of finding funds for the facilities sought to be given by this resolution. He stated that in Malabar there are other communities who are also living by agricultural labour. But as far as I can see and understand a large proportion of agricultural labour in that district is drawn from the Adi-Dravida community itself. As regards the advice given by Mr. J. A. Davis that the Nilgiris should be taken as the basis for an understanding of the depressed classes question, I may say that the rural parts should be taken as the basis. However, Sir, in view of the assurance given by the hon. the Home Member, I beg to withdraw my resolution."

The resolution was by leave withdrawn.

The following motion which stood in the name of Mr. M. V. Gangadhar Siva was not moved and was deemed to have been withdrawn :—

*This Council recommends to the Government the desirability of reducing the Revenue Divisions in Cuddapah district by one.*

#### CONSTRUCTION OF BUILDINGS DEVOTED FOR RELIGIOUS WORSHIP.

\* Mr. B. RAMACHANDRA REDDI :—" Mr. President, Sir, I beg to move that  
*'This Council recommends to the Government that orders be passed that no building devoted for religious worship should be extended or brought into existence newly without the previous sanction of the District Magistrate'.*

1 p.m.

"In view of the several communal strifes that are coming into existence in several places and in view of the several problems that the Government are made to face in regard to these communal strifes, I cherished the idea of bringing before this House a motion of this nature. Though several times I gave notice of it unfortunately I could not get it in the ballot successfully; but this time and what is more satisfactory is now that the proceedings of the Council are progressing with so much rapidity that my resolution has been reached much earlier than I expected. Having had occasion to look into the practical difficulties experienced in my own district and other districts also that are arising out of communal strifes between the Christians and the Hindus or the Muslims and the Hindus, I have come before this House with this motion and I commend this for the consideration of this House as well as of the Government.

"I will now place before you briefly the reasons why I want that such a resolution should be given effect to. You know, Sir, that music before religious institutions is a very grave problem of the day. In certain districts, especially in my own district, there is a great deal of agitation in the minds of the Muslims and of the Hindus regarding this problem. The Government had to interfere in several instances to avoid disturbances and difficulties. Suppose a temple is brought into existence very near a mosque in a village where the Hindu community is preponderatingly large and if music is then played within the temple it will be a very great disadvantage to the Muslims